

Standard 5-4: The student will demonstrate an understanding of the economic boom-and-bust in America in the 1920s and 1930s, its resultant political instability, and the subsequent worldwide response.

5.4.7 Explain the effects of increasing worldwide economic interdependence following World War II, including how interdependence between and among nations and regions affected economic productivity, politics, and world trade. (P, G, E, H)

Taxonomy Level: B 2 Understand/ Conceptual Knowledge

Previous/future knowledge:

All concepts associated with this indicator are new for 5th grade students.

In 7th grade, students will explain the human costs and impact of the war both on civilizations and on soldiers (7-5.5). They will summarize the Holocaust and its impact on European society and Jewish culture (7-5.6).

In 8th grade, students will summarize the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the contributions of Governor Strom Thurmond in promoting economic growth; the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and the scarcity of labor unions (8 7.1).

In Global Studies, students will exemplify the lasting impact of World War II, including the legacy of the Holocaust, the moral implications of military technologies and techniques such as the atomic bomb, the human costs of the war, and the establishment of democratic governments in European countries (GS5.6).

In United States History, students will explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns (USHC-8.5). They will explain the causes and effects of social and cultural changes in postwar America, including educational programs, expanding suburbanization, the emergence of the consumer culture, the secularization of society and the reemergence of religious conservatism, and the roles of women in American society (USHC 9.1).

It is essential for students to know:

After World War II, there was **increasing worldwide economic interdependence**. At the end of World War II, the United States became engaged in a Cold War with the Soviet Union. In order to keep more countries from falling to communism, the United States made political alliances with and helped to rebuild Japan, Germany and war-ravaged Europe. The United States played a large role in the rebuilding of the Japanese infrastructure. The United States hoped that a strong economy would be protection against communism. These nations, particularly Japan and Germany, became economic powerhouses that, in turn, competed with the United States. The nations of Europe initially united economically in a Common Market. Now they have formed the European Union with a common currency that facilitates trade. Trade barriers are being lowered around the world as nations negotiate trade agreements. Although China was taken over by the communists in the post war period, the Chinese government has recently allowed the development of a market economy. Wages for workers in China, and many other nations, are lower than in the United States. As a result, many companies, including some in the United States, began to move their businesses to China. Consumers have benefited in many ways, including lower prices for goods, however, American workers were negatively impacted when their jobs moved to

China. Students should be able to understand how many decisions made on the global stage are impacted by **economic productivity** and **world trade** as well as **political alliances**.

It is not essential for students to know:

This indicator does not require that students be able to describe specific examples of worldwide economic interdependence, but rather understand the underlying concept. While not tested, specific examples are necessary for students to gain a firm understanding of how nations work together for the benefit of global trade. Although specific political, economic, and military alliances are not mentioned in this indicator, OPEC, NATO, the United Nations, etc. are addressed in other areas and a connection to them could be addressed here as well.

Assessment guidelines:

Appropriate assessments require students to **explain** how economic interdependence increased greatly following World War II and the effects of this increased trade. As a result of the various alliances created as a result of the war, students should be able to **generalize** how these alliances continued from an economic and political perspective once the war came to a conclusion.